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ABSTRACT

The status of part-time faculty at Ferris State College during the 1984 fall quarter was investigated. A total of 53 part-timers completed the survey, which was based on the concerns of members of the Ferris Professional Women's organization. It was found that part-time faculty members were likely to be female, 36-50 years old, married, with a master's degree, and a total family income of $20,000 to $35,000. Additional findings include: 38.78 percent had one other part-time job, 89 percent had never been a full-time faculty member; about 59 percent wanted to be full-time; 28.85 percent had more than 10 years of related work experience before coming to Ferris State to teach; 51.72 percent of female part-timers had taught at the college 1 to 5 years, while 45.83 percent of male part-timers had taught at the college less than 1 year. Information was also obtained on faculty workload and facilities available to part-timers, along with items of professional concern, such as support for attending conferences and workshops. Improvements desired by part-timers included pay for office hours and preparation time, and health/life insurance benefits. Included are respondents' answers to open-ended questions and the questionnaire. (SW)

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SURVEY OF PART-TIME FACULTY AT FERRIS STATE COLLEGE

by
Chryl A. Snyder, M.A.
Margaret A. Terzin, M.B.A.

A Study Undertaken through the Sponsorship
of Ferris Professional Women
with the Support
of Dr. Donald Priebe,
Vice President for Academic Affairs

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Ferris State College
Big Rapids, Michigan
Spring Quarter 1985

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The following people have helped us compile this survey of part-time faculty at Ferris State College. We greatly appreciate the support they have given us in this worthwhile project.

Mrs. Laura Doneth, Part-Time Faculty Member for 16 years

Mrs. Bonita Golder, Part-Time Faculty Member for 20 years

Mrs. Donna Joslen, Executive Secretary for Vice-President for Academic Affairs

Dr. Donald Priebe, Vice-President for Academic Affairs

Dr. Fred Swartz, Coordinator of Testing

Mrs. Rose Ann Swartz, Professor and Vice-President of Ferris Professional Women, 1984-1985

Chryl Snyder and Margaret Terzin

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PART I

INTRODUCTION

Ferris Professional Women

This organization has been in existence for thirty years. The original organization met informally and the membership consisted of women faculty and wives of faculty, and was known as Ferris Faculty Women. In April, 1982, the name was changed to Ferris Professional Women to include non-teaching employees.

The purpose of Ferris Professional Women, as stated in the constitution, is to provide for continuing interaction among members to consider and act on common interests and issues relating to women. Specifically, there are four objectives which were adopted in 1982:

1. To promote equal opportunity for women in all situations within the College.
2. To enhance the position of professional women at the College.
3. To collaborate with other local, state, and national women's organizations to assist in improving the status of women in the general social structure.
4. To stimulate and encourage women students at Ferris State College to become aware of their opportunities and to participate in activities to define and enlarge those opportunities.

Purpose of the Study

The members of Ferris Professional Women are concerned about the

status of women in our campus community. According to Tuckman (1978), the majority of part-time faculty are men who also have full-time jobs elsewhere. However, it appeared that the majority of part-time teachers at Ferris State College were women. Since it was difficult to find information about part-time teachers on the campus, it was believed that a survey of this group would provide needed information on the present status of these professionals, both males and females.

Limitations of the Study

The researchers sought information to generalize about a particular group of individuals. There are usually exceptions to any generalizations, and this may be a limitation for all studies that group individuals into categories for analysis.

The research was carried out during the Spring Quarter of 1985 at Ferris State College, Big Rapids, Michigan. The list of part-time faculty to be surveyed was of part-time teachers who taught during the Fall Quarter of 1984. Thus, some part-time faculty teaching at the time of the survey were not included, and some part-time faculty not teaching at the time of the survey were included. The survey may also have included some full-time faculty who taught overloads, and persons who have other than teaching jobs at FSC and taught on a part-time basis.

Definition of the Term Part-Time Faculty

For this study, a part-time faculty person was one who was paid

the hourly wage for part-time work as defined in the Faculty Handbook.

PART II

DESIGN OF THE STUDY

Research Focus

The focus of the study was to determine the status of part-time faculty at Ferris State College, both females and males.

Population

The population consisted of part-time faculty members at Ferris State College during the 1984 Fall Quarter. The names were provided through a payroll list of part-time teachers for that period (data obtained from the Computer Center). Table I lists the school and sex of this population. These 145 part-time teachers taught in six schools on campus and included 92 females and 53 males.

Respondents

A total of 53 part-time teachers filled out and returned the survey forms. In addition, two forms were returned because of incorrect addresses and one was returned because the person was a full-time faculty member who taught an extra course through the Gerholz Institute for Lifelong Learning. Table 2 compares the respondents to the population. The responding group appears to over-represent males (45.28% versus

TABLE 1

School & Sex of Population

School	Females N=92	Males N=53	Total 145
Allied Health	26	5	31
Arts & Sciences	40	21	61
Business	15	15	30
Education	4	5	9
Optometry	1	5	6
Technology	1	1	2
No School Listed	5	1	6

TABLE 2

Percentage Comparison of Respondents with Population

Group	Respondents N=53	Population N=145
Females	54.72%	63.45%
Males	45.28%	36.55%
Allied Health	21.38%	11.32%
Arts & Sciences	42.07%	35.85%
Business	20.69%	32.08%
Education	6.21%	11.32%
Optometry	4.14%	3.77%
Technology	1.38%	3.77%
No School Listed	4.14%	1.89%

36.55%) and part-time faculty in the schools of Allied Health (21.38% versus 11.32%) and Arts and Sciences (42.07% versus 35.85%). Females appear to be under-represented (54.72% versus 63.45%) as do part-time faculty in the schools of Business (20.69% versus 32.08%) and Education (6.21% versus 11.32%).

The Instrument

The instrument contained 46 items. The first 28 items were related to the current status of the part-time teachers and the next six asked about education and work experiences. The last two sections included seven items of demographic information and five open-ended questions for additional information.

The items used in the survey instrument were based on the concerns of members of Ferris Professional Women. (See Appendix A for Survey of Part-Time Faculty.)

Procedures

The survey was sent to the part-time teachers at their home addresses, but they were requested to return the surveys through the campus mail. A letter about the study was included with each survey. (See Appendix B for Survey Letter.) Both the letter and the survey included statements regarding confidentiality.

Data Analysis

Two procedures were used to analyze the data from this survey of part-time faculty at Ferris State College: numerical tabulations of all but the open-ended items and cross tabulations of selected items. (See Appendix C for Answers to Open-Ended Questions.)

PART III

REPORT OF RESULTS

Part-Time Faculty Profile

The following profile uses the highest response category for the items included.

A part-time faculty member at Ferris State College is more likely to be a female (54.72%) than a male (45.28%). This person is 36 to 50 years of age (47.17%), married (82.69%), has a master's degree (53%), and a total family income of $20,000 to $35,000 (45.10%). (See Table 3 for Total Family Income - Females & Males.)

TABLE 3

Total Family Income - Females & Males

Income	Females N=28	Males N=23	Total 51
Less than $10,000	0 (0%)	5 (21.74%)	5 (9.80%)
$10,000 to $20,000	2 (7.14%)	2 (8.70%)	4 (7.84%)
$20,000 to $35,000	15 (53.57%)	8 (34.78%)	23 (45.10%)
$35,000 to $50,000	10 (35.71%)	6 (26.09%)	16 (31.37%)
Over $50,000	1 (3.57%)	2 (8.70%)	3 (5.88%)

It is not likely that this typical part-time teacher relies on the income from this teaching position at Ferris State College for the sole support of a family (92.31% versus 9.68%--three males and one female). This typical part-time teacher has one other part-time job (38.78%). (See Table 4 for Other Job(s) - Males & Females.)

TABLE 4

Other Job(s) - Males & Females

Other Position(s)	Males	Females	Total
Full-Time Job	11	5	16
One Other Part-Time Job	11	8	19
Two Other Part-Time Jobs	2	1	3
More than Two Other Part-Time Jobs	0	1	1

This typical part-time teacher has never been a full-time faculty member at FSC (89%), would like to become a full-time faculty member (59.18%), had more than 10 years of related work experience before coming here to teach (28.85%), and other work or work and teaching experience(s) prior to FSC (75.47%). If the part-time teacher is a woman, she has taught here for one to five years (51.72%), a male less than one year (45.83%). (See Table 5 for Male & Female Years of Teaching at Ferris State College.)

A part-time teacher is more likely to teach during the day (53.85%) rather than evening (21.15%) or day and evening (25%), and probably

TABLE 5

Male & Female Years of Part-Time Teaching at Ferris State College

N=53

Years	Males N=24	Percentage of Males	Females N=29	Percentage of Females	Total Number & Percentage
Less than 1 Year	11	45.83%	5	17.24%	16 30.19%
1 to 5 Years	9	37.50%	15	51.72%	24 45.28%
6 to 10 Years	4	16.67%	5	17.24%	9 16.98%
11 to 15 Years	0	0%	2	6.90%	2 3.77%
16 or More Years	0	0%	2	6.90%	2 3.77%

teaches for one department only (86.54%). The work load includes one to two classes per quarter (37.25%), five to eight student contact hours (30%) with 26 to 35 students per class (34.62%). Time spent outside of the classroom includes three to four hours per week per class grading assignments (33.33%) and one to two hours per week meeting with students (51.92%).

This part-time teacher has an assigned office (62.75%), a mailbox on campus (92.45%), and access to a telephone (90.20%) and a typewriter and/or services of a typist (86.54%). (See Table 6 for Facilities & Services Part-Time Teachers Report Available to Them.) The department head is likely to inquire about the progress of the part-time teacher's class(es) (60.78%) and full-time faculty offer assistance when asked by the part-time teacher (98%). However, this typical part-time teacher is not invited to attend department meetings (58%).

Cross Tabulation Analysis

Thirteen variables were analyzed for possible relationships. No new information was found. A detailed report on the cross tabulation analysis is available upon request.

Items of Professional Concern

Items of professional concern to part-time teachers include not being encouraged to attend conferences, workshops, or developmental seminars (67.92%), and nonfamiliarity with the retirement formula for

TABLE 6

Facilities & Services Part-Time Teachers Report Available to Them

Item #	Facilities & Services	Yes	No	Doesn't Apply	Total
10	Assigned Office	32 (62.75%)	18 (35.29%)	1 (1.96%)	51
12	Mailbox on Campus	49 (92.45%)	3 (5.66%)	1 (1.89%)	53
13	Access to Telephone	46 (90.20%)	3 (5.88%)	2 (3.92%)	51
14	Access to Typewriter &/or Services of Typist	45 (86.54%)	7 (13.46%)	0 (0%)	52
16	Invited to Attend Department Meetings	19 (38.00%)	29 (58.00%)	2 (4.00%)	50
17	Inquiry from Department Head about Progress of Class(es)	31 (60.78%)	20 (39.22%)	0 (0%)	51
18	Full-Time Faculty Offers Assistance When Asked	49 (98.00%)	1 (2.00%)	0 (0%)	50

part-time teachers which FSC does not calculate for these employees (92.31%). (See Table 8 for Numbers & Percentages of Items of Professional Concern.)

From the open-ended items, the concerns include the need for recognition, respect, and appreciation by other professionals on campus, and a college-wide, part-time faculty policy. Many report the need for information and increased communication.

Improvements

Some of the improvements listed by these part-time teachers are pay for office hours and preparation time, along with other benefits that could be optional, such as health and life insurance. Some type of contract for part-time teachers and hiring preferences for full-time openings are other improvements suggested. An orientation for part-time teachers and more opportunities to interact with others on the campus are also listed on the survey responses.

TABLE 8

Numbers & Percentages of Items of Professional Concern

Item #	Concerns	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Total
21	Included in Department Information Network	13 (24.53%)	24 (45.28%)	12 (22.64%)	4 (7.55%)	53
22	Advised on Content of Course(s) Hired to Teach	20 (38.46%)	24 (46.15%)	5 (9.62%)	3 (5.77%)	52
23	Encouraged to Attend Conferences, Workshops & Developmental Seminars	7 (13.21%)	10 (18.87%)	18 (33.96%)	18 (33.96%)	53
24	Familiar with Retirement Formula for Part-Timers	1 (1.92%)	3 (5.77%)	8 (15.38%)	40 (76.92%)	52
25	Given Adequate Notice of Classes to be Taught	19 (38.00%)	17 (34.00%)	9 (18.00%)	5 (10.00%)	50
26	Free to Select Textbook(s) for Courses Taught	16 (30.77%)	9 (17.31%)	5 (9.62%)	22 (42.31%)	52
27	Given Adequate Notice About Textbook Changes	9 (19.15%)	16 (34.04%)	11 (23.40%)	11 (23.40%)	47
28	Received Help from Others Within Department to Guide Teaching Responsibilities	23 (46.94%)	13 (26.53%)	10 (20.41%)	3 (6.12%)	49

PART IV

RECOMMENDATIONS

As a result of this survey, the following recommendations are being made:

1. a published policy handbook (college-wide consistency);
2. a designated employment policy (class load and hiring policy);
3. retirement benefits (calculated automatically and coordinated by designated official in Personnel Department);
4. pay for preparation time (suggested two hours per week);
5. contract (issued quarterly, as appropriate);
6. tuition waiver (offered for audit or credit, as space is available);
7. hiring preference for full-time positions (based on past service, evaluations);
8. sick leave (determined by percentage, based on class load);
9. health insurance option (access to group rates after two years of service);
10. seniority.

Recommendations prepared by: Mrs. Laura Doneth
Mrs. Bonita Golder

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APPENDIX A

Survey of Part-Time Faculty

SURVEY OF PART-TIME FACULTY

FERRIS STATE COLLEGE

DIRECTIONS: Please circle your responses to the following questions on this questionnaire. Return it through the campus mail by March 15 to: Chryl Snyder, 12 Johnson Hall. Thank you for your participation.

ALL RESPONSES WILL BE STRICTLY CONFIDENTIAL

CURRENT STATUS

1. How long have you been teaching as a part-time instructor at Ferris State College?

   1. less than 1 year
   2. 1-5 years
   3. 6-10 years
   4. 11-15 years
   5. 16 or more years

2. Has your employment as an instructor been continuous from one quarter to the next during a school year?

   1. yes
   2. no
   3. does not apply

3. Has your employment as an instructor been continuous from year-to-year?

   1. yes
   2. no
   3. does not apply

4. How many classes are you currently teaching or have you taught in your most recent quarter of employment as a part-time instructor?

   1. one
   2. two
   3. three
   4. four
   5. five or more

5. How many classes do you teach on the average per year?

   1. 1-2
   2. 3-4
   3. 5-8
   4. 7-8
   5. nine or more

6. What are the most classroom contact hours you have taught in one quarter of part-time teaching at FSC?

   1. 1-2
   2. 3-4
   3. 5-8
   4. 9-12
   5. 13 or more

7. What is the average number of students per class?

   1. less than 20
   2. 20-25
   3. 26-35
   4. 36-45
   5. 46 or more

8. When teaching, how many hours each week do you usually spend on grading assignments per class?

   1. less than one hour
   2. 1-2 hours
   3. 3-4 hours
   4. 5-7 hours
   5. 8 hours or more

9. When teaching, how many hours each week per class do you spend meeting with your students outside the classroom?

   1. less than 1 hour
   2. 1-2 hours
   3. 3-4 hours
   4. 5-7 hours
   5. 8 hours

10. When teaching, do you have an assigned office on campus?

    1. yes 2. no 3. does not apply

11. When teaching, do you have scheduled office hours?

    1. yes 2. no 3. does not apply

12. When teaching, do you have a mailbox on campus?

    1. yes 2. no 3. does not apply

13. When teaching, do you have access to a telephone on campus?

    1. yes 2. no 3. does not apply

14. When teaching, do you usually have access to a typewriter and/or the services of a typist on campus?

    1. yes 2. no 3. does not apply

15. Do you usually teach during the

    1. day 2. evening 3. day & evening

16. When teaching, are you invited to attend departmental meetings?

    1. yes 2. no 3. does not apply

17. When teaching, does the department head inquire about the progress of your classes?

    1. yes 2. no

18. When teaching, does the full-time faculty offer assistance when asked?

    1. yes 2. no

19. When teaching, do you teach classes for more than one department or area?

    1. yes 2. no

20. Do you want to become a full-time faculty member?

    1. yes 2. no

		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
21.	I have been included in the information network of the department for which I teach.	1	2	3	4
22.	I was advised on the content of the course(s) I was hired to teach.	1	2	3	4
23.	I have been encouraged to attend conferences, workshops and developmental seminars in my area.	1	2	3	4
24.	I am familiar with the retirement formula for part-time faculty.	1	2	3	4
25.	I have been given adequate notice of the classes I will be teaching.	1	2	3	4
26.	I am free to select the textbook(s) for the course(s) I teach.	1	2	3	4
27.	I have been given adequate notice about forthcoming textbook changes for the course(s) I teach.	1	2	3	4
28.	I have received help from others within my department to guide me in my teaching responsibilities.	1	2	3	4

EDUCATION/WORK EXPERIENCE

29. Your highest degree is:

1. Certificate
2. Associate
3. Bachelors
4. Masters
5. Specialist
6. Doctorate

30. Have you ever been a full-time faculty member at Ferris State College?

1. yes 2. no

31. Previous work/teaching experience(s) prior to Ferris (select most appropriate one):

1. work experience in the area you teach
2. teaching experience in this area
3. work and teaching experience in the area you teach
4. no work experience in this area
5. no teaching experience in this area

32. How many years of related work experience did you have before coming to FSC?

1. 0
2. 1-2 years
3. 3-4 years
4. 5-10 years
5. more than 10 years

33. How many years of teaching experience did you have when you were first hired to teach at FSC?

1. 0
2. 1-2 years
3. 3-4 years
4. 5-10 years
5. more than 10 years

34. Was your previous teaching experience on a full-time or part-time basis?

1. part-time only
2. full-time only
3. both full-time & part-time

DEMOGRAPHIC INFORMATION

35. Sex: 1. Male 2. Female

36. Age Range: 1. Under 21 2. 21-35 3. 36-50 4. 51-65 5. over 65

37. Marital Status: 1. single 2. married 3. separated 4. widowed 5. divorced

38. Total Family Income: 1. less than $10,000 2. $10,000-$20,000 3. $20,000-$35,000 4. $35,000-$50,000 5. over $50,000

39. Do you rely on the income from your part-time teaching position at FSC for the sole support of your family?

1. yes 2. no

40. Do you have or have you had another job while employed in this part-time teaching position?

1. yes 2. no

41. If you answered "yes" to No. 40, is your additional work

1. a full-time job
2. one other part-time job
3. two part-time jobs
4. more than two part-time jobs

ADDITIONAL INFORMATION

42. Please describe how you initially were hired to teach part-time at Ferris.

43. What criteria are used to determine the order in which part-time faculty are assigned to classes in your department?

44. What suggestions do you have for improving the situation of part-time faculty at this college?

45. Additional comments:

46. School in which you teach _____

PLEASE RETURN TO CHRYL SNYDER, 12 JOHNSON HALL. THANK YOU.

APPENDIX B

Survey Letter

March 5, 1985

Dear Part-Time Faculty Person:

The enclosed survey is being sent to all part-time faculty at Ferris State College. It has been developed through Ferris Professional Women and the results will be shared with our campus community. Donald A. Priebe, Vice-President for Academic Affairs, has provided financial support for this survey and the necessary access to personnel information.

If you consent to participate in this survey of part-time faculty, please fill out the enclosed survey and return it through the campus mail by March 15, 1985, to Chryl Snyder, Humanities, Arts & Speech, 12 Johnson Hall. All responses will be strictly confidential. Please do not write your name on the questionnaire.

Your participation will provide you with an opportunity to share your experiences as a part-time faculty member at Ferris State College. We are interested in the present status of part-time faculty and we hope that you will join us by sharing these experiences.

Thank you for your consideration.

Sincerely,

Chryl A. Snyder

Chryl A. Snyder
Humanities, Arts & Speech
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Margaret A. Terzin

Margaret A. Terzin
Marketing
School of Business

Enc

APPENDIX C

Answers to Open-Ended Questions

QUESTION 42.

PLEASE DESCRIBE HOW YOU INITIALLY WERE HIRED TO TEACH PART-TIME AT FERRIS.

Female Responses

I was not hired to teach part-time. I was hired as a full-time employee and the teaching was assigned after the fact.

I applied with a resume and an application, was called, then interviewed, and was hired to start teaching in two weeks.

I heard of the opening, applied, interviewed, and was hired.

Because I am a faculty wife, it was known in my husband's department that I was qualified in that area. So, when they needed someone part-time, they asked me.

I contacted the head of the department . . ., a former instructor of mine, who advised me to apply for part-time employment.

The managing attorney at my office was teaching part-time at FSC and recommended me to the head of the . . . department.

I was invited to teach by the associate professor for . . .. We became acquainted during the time the college . . ..

I submitted a letter of application and a resume to the department chairman and prayed that there was a job opening. I was hired immediately for Fall Quarter and have worked steadily since then.

Applied by mail.

I was asked to help out the department by teaching one class that apparently could not be absorbed as an overload by any of the full-time members of the department.

Temporary employment while completing doctorate. Contacted by member of FSC staff in department where I now work.

I answered an ad in the Pioneer, sent in an application, was interviewed, and hired.

I had kept a file in the department waiting for an opening which came about in the Fall of 1984.

Application and interview.

I applied for a part-time position and the program director contacted me and hired me.

I contacted Dr. . . . about part-time work. He did not need anyone at that time, but he introduced me to Dr. . . . who did need part-time teachers.

Contacted by department head.

On the advice of a friend who was on the faculty, I applied to teach part-time before we moved to Big Rapids and was assured that I would be needed the first Fall term we were in town. I taught three classes that term.

I met . . . when we were both working on our master's degrees from . . . and she asked me to work in 1979--but I didn't begin teaching at FSC until 1980 due to personal conflicts with the schedule.

I applied for the job and I got it. I had no connections--I just came in and applied.

I had graduated from Ferris, so many of the faculty knew who I was. After working in . . . for a while, I decided to try to get a job in Big Rapids. I filled out an application and went in for an interview. My department head called some of my references. About a week before classes started, I was told I had been hired.

My department chairman knew me and knew I was qualified. He suggested I apply. It's a very inexpensive way to test the viability of the offering. Ferris has made no long-term commitment to the program or to its teachers.

Interviewed by the department head. Transcripts and credentials. Previous employment record.

I responded to an ad in the Pioneer newspaper. Interviewed by department head. Copy of transcript and then waited for couple of weeks for assignment of classes for following term.

I requested a teaching position on a part-time basis.

Contacted by department head whom I was in a graduate class with.

A professor at the college needed someone to fill in during a two-week leave and I was contacted by the dean, who knew I was qualified to teach the subject material. I've been teaching ever since.

Asked by Dr. . . ..

I was approached by the department head, with whom I was personally acquainted.

Male Responses

I was contacted by a professor at . . . while working on my master's degree, who was contacted by the department head.

Related to my full-time position at FSC.

I informed the head of the department of my availability when I came to campus along with some of the faculty who knew me. There was a need my first quarter here and there were no others qualified to teach in my area, so I was hired.

I contacted the head of the . . . department and asked if there was a possibility of obtaining a part-time teaching position. Before the 1983 Fall Quarter started, I received a phone call informing me I had one class to teach.

Contacted department head as I was interested in teaching a . . . course.

I submitted a letter inquiring about part or full-time openings in . . . .

Strong desire to teach led me to seek recommendations from instructors.

Don't recall.

The department needed help. I was a . . . in Big Rapids and Dr. . . . asked to see me.

I worked for that department.

I sent a letter of application to the department head inquiring about full or part-time teaching possibilities. A short time later I received a telephone call from him for an interview. After the interview I was hired.

Department head asked me to teach a specialized course that was required in the curriculum, but had not been taught in the department before.

I was traveling through the area, stopped in and inquired about work availabilities in my specialized areas. I was interviewed and have been teaching part-time/full-time since 1976.

Requested part-time employment as I was working on an additional

master's degree.

The program director contacted me and asked if I would be interested in teaching part-time. I was the only qualified person in the area that the faculty wanted as a fellow teacher.

I presented my qualifications and availability to the appropriate department head.

I initially contacted the department head to inquire about teaching opportunities--was hired shortly thereafter.

Need for night instructor--years of experience.

Current faculty member became unavailable on short notice. My background allowed me to fill in on short notice--I am retired from industry.

My request--submission of vita.

Interview, application, assigned to class.

The job opened over the Summer of 1984. I discussed the position with the department head. I sent resume and letters of recommendation to the department head. We set up an interview. I later received a letter that I would start in September, 1984.

The head of the department called and asked.

QUESTION 43.

WHAT CRITERIA ARE USED TO DETERMINE THE ORDER IN WHICH PART-TIME FACULTY ARE ASSIGNED TO CLASSES IN YOUR DEPARTMENT?

Female Responses

I don't know.

?

None that I am aware of. I feel seniority should be the main criteria. The teacher should be knowledgeable in the subject area, also. All individuals need to be informed of the criteria used so that each person is treated fairly.

I have no idea.

I don't know.

We are assigned any leftover classes which the full-time faculty do not wish to take as an overload and sometimes not receiving the assignment until three or four days before term begins. I'm not real sure what the criteria are--sometimes seniority is used, but not always.

I have little if any idea and have wondered about this point very often.

Since I am the only one teaching my subject, this does not apply.

I don't know.

? ? I don't know!

I don't know, but I think: (1) availability and (2) living in the . . . area (as the . . . part has been held at . . .).

I am uncertain if there are criteria. I think there <u>should</u> be. In our department, it depends upon the current department head.

Skills.

I have no idea.

Seniority, availability, rotation--the hours are equally spread out.

?

Don't know.

I don't know.

Not aware of criteria.

Seniority.

Seniority? I'm not sure, but that seems to be the criteria.

Convenience and availability.

I haven't a clue!!

I don't know.

This department requires very few part-time people. I have been doing it the longest and so am asked first and I am frequently the only one in my area, although the department frequently hires one other part-timer in another area for which I am not qualified.

Ability and background in the subject being covered.

I have no idea!

I am not sure.

Male Responses

I have no idea.

Must be a graduate of the program. Work experience.

I wouldn't have any idea!!

Unknown.

?

1. If no full-time faculty want overload.
2. Cost--whether mileage must be paid and . . . money.

I don't know.

?

The program director decides which class will be taught by part-time faculty.

Unknown.

The only criteria I can determine is who's available to teach what, when. Priority seems to be given to "experienced" part-timers who have some choice as to when (time of day) they teach. Fairness as to load balance from term to term is also evident.

Unknown.

I'm not sure on this.

Who taught previously, volunteer, suggestions/discussions, etc. (very flexible).

Time of the class. Apparently full-time instructors don't want to teach between 5:00 and 9:00 PM.

By guess and by golly.

Not sure.

I'm the only one in my discipline.

Regrettably, I don't know.

Do not know.

I don't know other than the head of the department says I have first choice of the courses he has left over to teach.

What is needed, who is overloaded, what skills I have that meet the course requirements.

QUESTION 44.

WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE SITUATION OF PART-TIME FACULTY AT THIS COLLEGE?

Female Responses

A big improvement would be to increase communication between part-time faculty and the people who hire them, i.e., department heads, etc. It would be nice to know if they plan to hire me again and when--rather than getting a call a week or two before classes are scheduled to begin.

The recognition reception held for part-timers in the School of Arts and Sciences was a great idea. It was the first official public recognition of our services. Such activities should be continued. We get no benefits such as medical, sick pay, or vacation time--why can't we get nice pins similar to what the full-time faculty received? A great morale boost.

1. Pay them more and give benefits--medical reimbursement or something.
2. Treat them with the respect they deserve.
3. Allow them to take classes free of charge as full-time faculty are allowed.
4. Don't back off from giving a contract when full-time work is available.
5. Pay them for office hours--otherwise students get short-changed when they get a part-timer as an instructor.
6. When a full-time position becomes available, <u>hire</u> the part-timer.

1. More information about changes in policy, textbooks, ...
2. Same hourly wage as those received by full-time instructors who elect to teach an extra class.
3. Spring term employment.

I view part-time teaching as another "pink collar" ghetto--the positions are parcelled out to women, usually wives of faculty members, while full-time positions go to men. Discrimination at FSC is particularly apparent through its part-time employment policies.

Presently . . . receive no reimbursement for evaluations and grading of

student's . . . work. Pro-rating . . . time by recognition of the hours of work to evaluate and then grade the student's written work as well as the . . . time in the . . . . I would suggest one hour's pay for two hours' work for . . . instructors for evaluation of written work of students.

After teaching part-time for eleven years, I am starting to feel a little stale. Teaching evenings, I don't get to interact with other teachers in my discipline. I've bought books on my own and spent time in the library in an effort to stay current in my discipline, but I wish there were more opportunities for continuing education that did not cost more than I earn in a month. I would be a better teacher if, for instance, I could take other Ferris classes. I would be able to offer a cross-discipline application to the subject I teach. Would it be possible to have a tuition waiver for part-time faculty?

Slightly higher pay.

That part-timers and temporary full-timers have the option to receive medical benefits through the college (health insurance).

1. Make some fringe benefits available on a proportioned basis--given some minimum requirements.
2. Issue permanent parking sticker if employed part-time for one entire academic year (continuous quarters).

1. Allow us to sign up for TIAA-CREF.
2. Provide office space.

Before the recent pay raise, I felt it was needed. Keep up with salaries in the respective areas.

None--see #45.

All part-time teachers should be given office space, phone use, etc. Assigning a full-time teacher to work with new part-time faculty might be useful. Part-time faculty who have a prescribed amount of service might be allowed tuition waivers on classes at Ferris. More consideration should be given to informing teachers in advance as to the course load they will have. There might be incentives for keeping office hours and for attending faculty/department meetings (retirement hours credit, possibly).

Why was the benefit package discontinued for full-time summer faculty? The first year I received a little $ toward new eye glasses rather than take the insurance. Since then, there have been no benefits at all that I ever heard of.

1. More $.
2. One meeting per quarter with other part-timers and department head.
3. More inspiration from colleagues and department head.

I would feel more secure about my courses and more involved if I had some contact with the faculty in my department. The assistance I receive is all due to my own questions. I have never been asked to attend any meetings, either with full or part-time faculty to discuss the courses I teach. I think this would be very helpful, especially to those just starting to teach.

1. Provide office space and pay for an office hour per week.
2. Include part-time faculty in some departmental meetings (especially at the beginning of the year and quarter) with pay.
3. Increase pay to bring it closer to the appropriate percentage of full-time. When I teach 2/3 load, I receive perhaps 1/4 or 1/3 of a full-time salary for someone with my qualifications.

My having a better understanding of what policies and contractual restrictions have a bearing on or govern the current Ferris policy toward part-time teachers. A consistent policy that would be followed by all departments. Part-time faculty communication and involvement in each department.

I wish to have some consideration given to part-time faculty receiving partial benefits. Also, part-time faculty be hired on a little more permanent basis--perhaps year to year rather than term to term.

More interaction between full-time and part-time staff--meetings, one-on-one, etc.

Allow more hours for preparation and grading for pay purposes.

1. Established criteria for employment and hold to it!
2. Inform part-time teachers of all happenings in the area.
3. Encourage good instruction by offering any assistance needed.
4. Treat part-time teachers with respect.
5. Allow part-time faculty to take classes at no expense whenever space is available.
6. Establish a system whereby a part-time instructor can determine his/her retirement credit. Retirement credit isn't always consistent --this needs to be reviewed.
7. Consider part-time teachers for full-time positions when they've been hired for a number of years and have proven their ability.
8. One of our biggest concerns as part-time teachers is that we are told that we can only teach so many classes per term or per school year because of the union problems or concerns; but, <u>then</u> there are <u>so many different</u> interpretations and exceptions used by administrators that this varies from term to term, year to year, <u>and</u> from one teacher to another. <u>This is a major concern for all of us</u>! <u>We need a well defined policy</u> as to the number of class hours we can teach in a given school year.
9. We need to be more favorably reimbursed for our educational degrees and our experiences. A few of the schools in the State do issue contracts to their part-time people. Even at Ferris, some

departments issue contracts to part-time teachers for a term or for a year; and, the compensation rate is much higher than the current pay per hour earned by other part-time teachers.

ABOVE NOT NECESSARILY IN ORDER OF IMPORTANCE.

I believe some sort of workshop should be arranged to acquaint part-time faculty with facilities, services, textbooks, procedures, and course responsibilities. I think it would also be nice if the faculty arranged a time to meet one another. There are other part-time faculty whom I would like to confer with--if I knew who they were.

Male Responses

More pay.

Over the last 9 months at FSC, I have come to realize that part-time faculty members are the "scabs" of the college teaching world. Instead of hiring quality full-time faculty, the college hires part-time people. This situation is both good and bad. On the positive side, the students are exposed to persons who are out in the working world (in many cases). The negative aspect is that this is an easy way out for the college. By not hiring full-time, the school gets cheap help and the departments get short-term help that doesn't fit into their long-range goals. I feel each department and/or curriculum must be evaluated to determine the adequate number of persons needed to teach their courses. In the case of my department, there is an obvious need for two full-time instructors. But instead, they hire 1 part-time person to do that full-time job. The students get shorted, the union gets shorted, and so does the instructor. (This is very disjointed, sorry about that!)

CONCLUSION: We need 2 full-time faculty in the . . . and . . . program. I am not trying to get myself hired because I won't be in Michigan next year. But, I am stating the truth.

SECOND BEEF: The . . . department goes on a "unit" basis. Sixteen units equal full-time. However, this policy is geared toward the . . . instructors. I teach eight credits a term (three classes), all of them lecture courses. I'll be damned if that is only ½ time. I have heard that in the . . . school, twelve credits is full-time! . . . courses may not be . . . courses, but they certainly are not . . . courses! Something is wrong.

Up the pay and inform us of the benefits and privileges we have, if any.

1. Better . . . faculty orientation practices.
2. More opportunities to attend seminars, training sessions, area meetings.
3. More involvement in department meetings.
4. A raise in pay to compensate for prep, grading, counseling time

Hire us full-time. Include some benefits. Pay for office hour time.

None. It was a pleasure working at Ferris (I haven't been asked to teach this year).

Pay more--hourly rate is ridiculous when teaching half a full-time load.

Departmental class outlines and standard tests for certain classes.

Additional pay and access to certain benefits as health insurance, life insurance and etc. I would have been willing to pay fo insurances had I been able to have access to the group coverage.

1. Make them full-time!
2. Provide adequate office space!

A brief, familiarization pamphlet (2-3 pages) would be of some use--but not vital. Regular staff members are very helpful, but not always available on short notice.

Pay for office hours and perhaps class prep time. Listing of part-time faculty in phone directory, year-book for students, and other appropriate publications. Either a higher pay scale or some benefits, such as life, medical, or dental coverage of some sort during any quarter employed.

Communication between department and instructor. More than two days notice of forthcoming class.

I would like to see the part-time faculty get some type of tuition reduction or be able to take one class free per quarter. The full-time instructors are able to take two classes per term and many do not have time with the teaching work loads involved. Part-time instructors would be able to use a faculty benefit such as free classes since many of us are working toward upper-level degrees while teaching.

Since there are so many of us, we should be organized for mutual support. We should be able to negotiate for more money, etc.

Offer cafeteria-type benefits, for example, less pay with better retirement or possible insurance coverage, etc. Hire (those who wish) on an extended basis so that future plans can be developed. Example, minimum of two, maximum of three, classes scheduled on a yearly basis versus quarterly.

It seems to me that many part-time faculty members remain so long-term. Consequently, most are very valuable resources to the college. In my department, it seems a significant number of students are being taught by part-time faculty. This leads to two important suggestions:

1. Recognize that part-time faculty are valued, integral components of the organization--make it worth their while, and
2. Insure that their performance meets the expectations of students and administrators, and facilitate their development.

1. Increase pay $1.00 per hour for each year of service, or $0.25 per hour for each term taught up to $30.00/hour maximum.
2. Provide typing service through department staff.
3. Require department head to attend at least one class per term, for entire class.
4. Limit class size to maximum of 35; 25 is ideal.
5. Offer opportunity to teach other courses in curriculum to see where each course fits.
6. Offer research assistant (students) to assist in writing a test.

1. Sometimes memos which involve areas of concern to all faculty members are not distributed to part-time instructors.
2. It would be helpful to me if college procedures, such as orientation, registration, etc., were explained--perhaps through distribution of FSC's catalog to part-time faculty.

1. Pay/compensation for prep/office hours.
2. Bonus compensation for assuming full load.
3. Options to buy into benefit plans (medical, dental, etc.).
4. Contract for services (yearly, quarterly, etc.).
5. P.T.I.A. (formation of part-time instructors association) as a communicative network.
6. Adjunct faculty status (and adjusted pay scale):
   a. after x-number of continuous years of part-time instructing;
   b. when skills/content of a second profession supports and is used during part-time service, i.e., local CPA instructs part-time classes in accounting.

QUESTION 45.

ADDITIONAL COMMENTS:

Female Responses

I feel the full-time faculty, in general, are very pleasant and receptive to me. They treat me very well and often offer to help if I have questions. My department head has been very pleasant and helpful, also.

I love my job--I just wish I had a full-time position.

Retirement credit should be more clearly explained. The "formula" should be applied uniformly in computing retirement credit. Part-time teachers should not have to fight to get this credit.

I have not taught at Ferris for two years since Dr. . . . informed me that my services were no longer needed. Even when I indicated that I would take classes to complete my master's degree, he responded that he didn't know if he would hire me even if I passed my . . . exam. I thought my work was satisfactory according to Dr. . . . and Dr. . . ., but I guess I was mistaken.

I have a terrific program director who makes teaching at FSC very nice.

I find teaching at the college-level satisfying and very rewarding--particularly when I have the opportunity to work with students on a one-to-one basis and I can observe their progress in understanding material they felt was difficult at the onset.

None.

I haven't taught a class at FSC in over two years, but I appreciated the opportunity to express my views.

Full-time instructors should have the option of teaching an extra class only after part-time faculty have at least one class of teaching. The college should set a policy regarding part-time employment of instructors. I appreciate the two dollar raise. It's a step in the right direction.

The new pay raise was far overdue and much appreciated.

I would like to feel more a part of the faculty body, even though I'm only a part-timer. For example, I'm not teaching this quarter but would still like an invitation to the Distinguished Business Lecture, Women's Workshop, etc. They really cut off the communications when you're not there teaching.

The wheels of many departments at FSC are oiled by part-timers. It is too bad the administration and other faculty don't appreciate this fact and treat the part-timer accordingly. "S(he)'s just a part-timer" should be stricken from the vocabulary of Ferris people. Many part-timers do a better job, are more enthusiastic and energetic than a lot of the full-time faculty in the departments in which they work, and yet when a full-time position comes up, the part-timer isn't hired because he/she doesn't have a Ph.D. Why do you need a Ph.D. to teach high school and first-level classes?

The length of time the student is exposed to . . . is not sufficient for the practical demands of an . . . on the job or for passing . . . in which a universal . . . emphasis is expressed in all specialty areas.

Investigate temporary contracts for some part-time teachers.
A seniority and qualification-based program for assigning classes.

A policy for eligibility for full-time employment.
Paid office and preparation hours.
Representation and/or communication with Ferris.
Minimum qualifications set for part-time instructors.
No delay in pay because of PAF's being held up at the beginning of each term.
A substantial pay increase.
Some fringe (i.e., one sick day per term).
A chance for insurance at group rates.
Philosophies of teachers taken into consideration when hiring part-timers.
Research into the policies other colleges and universities have for part-time faculty employment.
A concentrated look at the needs of Ferris State College and their relation to future needs for part-time faculty.
A complete written policy and job description distributed to part-time faculty upon hiring.
When full-time hours are taught by a part-time employee, a percentage of full-time salary should be paid or possibly the equivalent of the pay a full-time faculty member receives for teaching an overload class.
A representative group with members from each department to work with the college and study the situation of the part-time faculty employee (volunteers or paid).
A compilation of this survey distributed to all part-time faculty.
Congratulations on starting the communication between Ferris and the part-time faculty!

Male Responses

I have greatly enjoyed my experiences thus far at FSC. I have been especially impressed with the numerous support services available to students (e.g., SOS, reading lab, writing lab). Also, I have enjoyed working with the students at FSC.

Excellent school. Enjoy teaching here. Would like the opportunity to expand my area of teaching to allow for growth. Thank you for this opportunity to get involved.

I would like to learn more about retirement credit.

I enjoy working for the college very much.

Part-time teaching has worked out well for me. However, I certainly would hate to rely on it to raise a family.

I taught six hours, two classes, one term. It was a tremendously challenging and satisfying experience. Not worth the time for the money, though.

Teaching makes me a better . . .. It's a good feeling to be able to influence 50% of your students toward their total education. Some will make it.

I'm happy teaching on any basis. However, with some of the above improvements, the . . . faculty can feel more appreciated and rewarded in their efforts to provide FSC students with a quality education.

Suggestions:

1. Recognize that there is more to teaching a class than the one hour of actual classtime we are paid for.
2. Provide orientation for new faculty.
3. Communicate the benefits of being on the faculty (i.e., use of facilities, discount on tickets, golf, etc.).
4. Look into additional benefits for long-termers when possible (i.e., pro-rated health, life insurance, free classes, etc.).
5. Include part-timers in departmental network, activities.
6. Provide adequate office with access to rest of staff (not segregated).
7. Provide developmental opportunities when possible.
8. Periodic meetings with part-timers on class progress.
9. More interaction with full-time staff familiar with (or actually teaching) the same class/classes.
10. Periodic performance evaluations.
11. Mandatory student evaluations with follow up by department head.